http://

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Maricopa County Education Service Agency

User ID (HQT ID) [_____]

Password [_____]

Login Role: [Evaluator   ▼]
[Analytic User]

[Login] [Logout]

?
User can be Evaluator
Could also be Analytic User.
Functions will be limited to generate
the output file/s

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Evaluation Start Page

Evaluator ID — Auto-Populate from login

Evaluator First Name — Auto-Populate from login

Evaluator Last Name — Auto-Populate from login

MI ☐

Evaluator School Entity ID — Auto-Populate from login

School Name — Auto-Populate from login

Evaluator District Entity ID — Auto-Populate from login

District Name — Auto-Populate from login

What would you like to do:

○ Print Field Documents ◉ Enter Scores

Report Information Error

This section appears only if enter scores is selected above

A Web Page

http://

Error Form

This will provide information and or send an email to a support group TBD.

Submit Error Report

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Evaluation Start Page

Evaluator ID — Auto-Populate from login

Evaluator First Name — Auto-Populate from login

Evaluator Last Name — Auto-Populate from login

MI

Evaluator School Entity ID — Auto-Populate from login

School Name — Auto-Populate from login

Evaluator District Entity ID — Auto-Populate from login

District Name — Auto-Populate from login

Report Information Error

What would you like to do:

◉ Print Field Documents   ◉ Enter Scores

Whom are you evaluating ?   ○ Administrator   ◉ Teacher

Continue

This section appears only if enter scores is selected above

A Web Page

http://

Error Form

This will provide information and or send an email to a support group TBD.

Submit Error Report

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Print Documents | Evaluation Start Page | Logout

Page 3

Selecting the Teacher populates this form.

Select	Name	ID	Evaluation Start Date	Evaluation Type	Status
☑	Smith	10001	09/01/10	Observation	Saved
☐	Smithson	2002	09/15/10	Documentation	Submitted
☐	Smithy	3004			

User can logout only after save.
Otherwise session is abandoned.
There should be a warning to save work before logging

Teacher Selection

Search by Last Name or ID number

🔍 search   Search

A Web Page

http://

Error Form

This will provide information and or send an email to a support group TBD.

HQT ID	Populate from Search Results
Last Name	Populate from Search Results
First Name	Populate from Search Results
Middle Initial	Popula
District ID	Populate from Search Results	District Name	Populate from Sear
School ID	Populate from Search Results	School Name	Populate from Sear

Continuing - employed by the school district for more than the major portion of three consecutive school years

Non-continuing - has not been employed by the school district for more than the major portion of three consecutive school years

Report Information

Not counting the current school year, how many TOTAL years of teaching experience does this teacher have? Include years outside of this school/district.

0 ▼
1-2
3-10
11+
Not known

Teacher Type:

Continuing ▼
Non-Continuing

Enter Session Date should allow a calendar pop-up

Save

Submit Error Report

Sessions must be completed in order top to bottom

What session:
○ Pre-Conference
◉ Observation
○ Post-Conference

Enter Session Date:

/ / 📅

Enter Evaluation Scores

Enter Evaluation Scores Saves session information to database

Print Documents   View and Print Observation Cycle Reports   View and Print Summative Cycle Reports

View and Print Reports are not active until scores are submitted.

Observation and Summative Reports Button spawn browser windows

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Select Documents

Administrator Field Documents

Observation
- ☐ Leadership Team Meeting
- ☑ Business Meeting
- ☐ Professional Development Learning Meeting
- ☑ Grade Level/Department Meeting
- ☐ Teacher Observation and Scoring
- ☐ Teacher Pre- and Post-Conference
- ☐ Walk-thru Visit of Classroom

Documentation
- ☐ Continuous Improvement Plan and Budgets
- ☑ Educator Goal Plans and School PD Plans
- ☐ Student Achievement Data
- ☐ Management Systems and Artifacts
- ☐ Teacher Evaluation Data
- ☐ Parent Survey
- ☐ Staff Survey
- ☐ Student Survey

Teacher Field Documents

- ☐ Observation Score Collection Sheet
- ☐ Observation Setting Analysis Document

Complete Observation Sets

- ☐ Leading Observation Instrument (Principal)
- ☐ Learning Observation Instrument (Teacher)

Preview Selected Documents

Print Selected

This control would display the first document to be printed. The system should iterate over the documents selected until all selected documents are printed.

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Spawned Window

Print

Close

Observation Score Collection Sheet for REIL
Learning Observation Instrument

Teacher Name: _____   School Name: _____   District Name: _____

REIL

	Observation 1	Observation 2
Assignment:		
Grade Observed:		
Subject Observed:		

	Pre	Obs	Post	Pre	Obs	Post
Dates:						

Content Rubric

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Conceptual Understanding						
Task Analysis						
Connections to Content						
Content Accessibility						

Formative Assessment Rubric

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Real-Time Assessment						
Student Progress						
Correct Level of Difficulty						

Instructional Strategies

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Modeling or Constructing Knowledge						
Practice / Aligned Activity						
Feedback						
Monitor and Adjust						
Analysis of Instruction						

Learner Engagement

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Student-to-Student Interaction						
Teacher-to-Student Interaction						
Authentic engagement / Quality of Work						
Critical Thinking						

Learning Community

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Routines and Procedures						
Responsibility for Learning						
Monitorring and Responding to Student Behavior						
Relationships						

Professional Responsibilities (Optional)

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Engagement in Meaningful Learning Opportunities						
Collaboration with Colleagues						
Engagement with Families						
Communication with Families						
Leadership						

Observation Score Collection Sheet for REIL
Learning Observation Instrument

Teacher Name: Mary Smith **School Name:** Esposito **District Name:** Osborn

	Observation 1	Observation 2
Assignment:	4th Grade	4th Grade
Grade Observed:	5th	5th
Subject Observed:	English	English

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Dates:	2/01/11	2/07/11	2/10/11	4/10/11	4/15/11	4/20/11

Content Rubric

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Conceptual Understanding		4			5	
Task Analysis	4	3		4	4	
Connections to Content		3			4	
Content Accessibility			3			3

Formative Assessment Rubric

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Real-Time Assessment	5	2		3	2	
Student Progress			4			3
Correct Level of Difficulty			4			3

Instructional Strategies

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Modeling or Constructing Knowledge	3	2		3	3	
Practice / Aligned Activity		3			4	
Feedback		4			4	
Monitor and Adjust		2			3	
Analysis of Instruction		3	3			4

Learner Engagement

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Student-to-Student Interaction		5			5	
TeachertoStudent Interaction		4			4	
Authentic engagement / Quality of Work		3			3	
Critical Thinking	3	5		4	5	

Learning Community

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Routines and Procedures		3			3	
Responsibility for Learning		3			3	
Monitorring and Responding to Student Behavior		4			4	
Relationships		3			3	

Professional Responsibilities (Optional)

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Engagement in Meaningful Learning Opportunities			4			4
Collaboration with Colleagues			4			4
Engagement with Families			4			3
Communication with Families			3			4
Leadership			4			4

Learning Observation Analysis Document

| Print |

This page is a spawned window.

Represents the Learning Observation Document - This is only partial, show the first two rubrics and one element the third rubric. There are nine mor elements not shown

Approved

Teacher Name: _____   School Name: _____   District Name: _____

Assignment: _____
Grade Observed: _____   Date: _____
Subject Observed: _____

Content Rubric

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Element	5 Meets Criteria at levels 3, 4, and 5	4 Meets criteria at levels 3 and 4	3	2	1	0	Comments
	Descriptors						
Conceptual Understanding	Guides students to create their own representations and explanations of concepts. Engages students in using simultaneous multisensory representations. (4a)	Incorporates multiple effective representations and explanations of concepts, throughout the lesson. (4a)	Incorporates effective representations and explanations of concepts that capture key ideas and details essential to building conceptual understanding in the discipline. (4a)	Incorporates representations and explanations of concepts that capture key ideas and details essential to building understanding in the discipline. (4a)	Incorporates representations and/or explanations of concepts that capture some key ideas to build understanding in the discipline. (4a)		
Task Analysis	Anticipates student misconceptions related to background knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task into smaller steps/chunks. (4e, 4f, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, taught one at a time, and reflect prior learning. (4d, 4f, 7a, 7b, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c)	Lesson objective(s) and materials are sequenced and aligned to content standards. (4f, 7a, 7b, 7c)	Lesson objective(s) & materials are sequenced. (4f, 7b, 7c)		
Connections to Content	Uses purposeful and strategic questioning, facilitation, and critical thinking strategies that result in students application of interdisciplinary knowledge through the lens of local and global issues. (5b, 5d, 5g)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for all students at the sub-group level, as evidenced by adapted materials, student work, and modifications based on assessment data.	Facilitates content accessibility by accommodating or modifying problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for all students at the sub-group level, as evidenced in planning and assessment data. (2a, 2e, 5f)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty for within the lesson for less than half (6%-49%) of the students, as evidenced in planning and assessment data. (2a, 2e, 5f)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for some students (1%-5%) as evidenced in planning data. (2a, 2e, 5f)		

Formative Assessment Rubric

The Formative Assessment rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the observed lesson objective.

Element	5 Meets Criteria at levels 3, 4, and 5	4 Meets criteria at levels 3 and 4	3	2	1	0	Comments
	Descriptors						
Real Time Assessment	Assesses at the objective and sub-objective level to measure individual student progress. (1a, 6a, 6b, 7d)	Assesses at the objective and sub-objective level to measure student progress at the sub-group level. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective (that elicit an overt response from nearly all students during the lesson and at the end of the lesson), and reviews elicited behavior in order to measure student progress to adjust instruction. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective, that elicit an overt response from nearly all students. (6a, 6b)	Utilizes real-time assessment(s) to elicit an overt response from students. (6a, 6b)		

Instructional Strategies

The Instructional Strategies rubric is focused on specific instructional strategies that teachers utilize to ensure learners develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

Element	5 Meets Criteria at levels 3, 4, and 5	4 Meets criteria at levels 3 and 4	3	2	1	0	Comments
	Descriptors						
Modeling	Explicitly models an exemplary product/ performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for each sub-objective.	Explicitly models an exemplary product/ performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for more than one sub-objective. (8d, 8e, 8f)	Explicitly models an exemplary product/ performance by labeling steps or concepts, with articulation of meta-cognition. (8d, 8e, 8f)	Models an exemplary product/ performance by labeling steps or concepts, or expression of meta-cognition. (8d, 8e, 8f)	Shows an example of a product/ performance. (8d, 8e, 8f)		
Or							
Constructing Knowledge	Presents problem/situation and allows open-ended processing of thinking and prior knowledge to promote conceptual development. Scaffolds questions with increasing complexity or depth of content for each learner to gain thorough understanding and to clarify misunderstandings. Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning with the labels. (6f, 8d, 8e, 8i)	Presents problem/situation and allows open-ended processing of thinking to promote conceptual development. Scaffolds questions with increasing complexity or depth of content to ensure student understanding and to clarify misunderstandings. Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning. (8d, 8e, 8i)	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development. Scaffolds questions to class to guide understanding and clarify misunderstanding. Solidifies learning after constructed experience with clear academic vocabulary or labels. (8d, 8e, 8i)	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development; asks questions to promote learning. (8d, 8e, 8i)	Presents problem/situation with discussion. (8d, 8e, 8i)		

— Evaluator Notes: These will not print on the teacher reports —

RELL

Learning Observation Analysis Document

Teacher Name: Mary Smith	**School Name:** Esposito	**District Name:** Osborn	

Assignment:
Grade Observed: 5th   **Date:** 02/07/11
Subject Observed: English

Content Rubric

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

	5	4	3	2	1	0	
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					Comments
Element	**Descriptors**						
Conceptual Understanding **4**	Guides students to create their own representations and explanations of concepts. Engages students in using simultaneous multisensory representation. (4a)	Incorporates multiple effective representations and explanations of concepts, throughout the lesson. (4a)	Incorporates effective representations and explanations of concepts that capture key ideas and details essential to building conceptual understanding in the discipline. (4a)	Incorporates representations and explanations of concepts that capture key ideas and details essential to building understanding in the discipline. (4a)	Incorporates representations and/or explanations of concepts that capture some key ideas to build understanding in the discipline. (4a)		*lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam,*
Task Analysis **3**	Anticipates student misconceptions related to background knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task into smaller steps/chunks. (4e, 4f, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, taught one at a time, and reflect prior learning. (4d, 4f, 7a, 7b, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c)	Lesson objective(s) and materials are sequenced and aligned to content standards. (4f, 7a, 7b, 7c)	Lesson objective(s) & materials are sequenced. (4f, 7b, 7c)		
Connections to Content **3**	Uses purposeful and strategic questioning, facilitation, and critical thinking strategies that result in students application of interdisciplinary knowledge through the lens of local and global issues. (5b, 5d, 5g)	Facilitates content accessibility by accommodating or modifying problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for all students at the sub-group level, as evidenced by adapted materials, student work, and modifications based on assessment data. (2a, 2e, 5f)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for all students at the sub-group level, as evidenced in planning and assessment data. (2a, 2e, 5f)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for less than half (6%–49%) of the students, as evidenced in planning and assessment data. (2a, 2e, 5f)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for some students (1%–5%) as evidenced in planning data. (2a, 2e, 5f)		

Formative Assessment Rubric

The Formative Assessment rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the observed lesson objective.

	5	4	3	2	1	0	
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					Comments
Element	**Descriptors**						
Real Time Assessment **2**	Assesses at the objective and sub-objective level to measure individual student progress. (1a, 6a, 6b, 7d)	Assesses at the objective and sub-objective level to measure student progress at the sub-group level. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective (that elicit an overt response from nearly all students during the lesson and at the end of the lesson), and reviews elicited behavior in order to measure student progress to adjust instruction. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective, that elicit an overt response from nearly all students. (6a, 6b)	Utilizes real-time assessment(s) to elicit an overt response from students. (6a, 6b)		*quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea*

Instructional Strategies

The Instructional Strategies rubric is focused on specific instructional strategies that teachers utilize to ensure learners develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

	5	4	3	2	1	0	
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					Comments
Element	**Descriptors**						
Modeling **Or**	Explicitly models an exemplary product/performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for each sub-objective. (8d, 8e, 8f)	Explicitly models an exemplary product/performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for more than one sub-objective. (8d, 8e, 8f)	Explicitly models an exemplary product/performance by labeling steps or concepts, with articulation of meta-cognition. (8d, 8e, 8f)	Models an exemplary product/performance by labeling steps/concepts, or expression of meta-cognition. (8d, 8e, 8f)	Shows an example of a product/performance. (8d, 8e, 8f)		*Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.*
Constructing Knowledge **2**	Presents problem/situation and allows open-ended processing of thinking and prior knowledge to promote conceptual development. Scaffolds questions with increasing complexity or depth of content for each learner to gain thorough understanding and to clarify misunderstandings. Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning with the labels. (6f, 8d, 8e, 8i)	Presents problem/situation and allows open-ended processing of thinking to promote conceptual development. Scaffolds questions with increasing complexity or depth of content to ensure student understanding and to clarify misunderstandings. Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning. (8d, 8e, 8i)	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development. Scaffolds questions to class to guide understanding and clarify misunderstanding. Solidifies learning after constructed experience with clear academic vocabulary or labels. (8d, 8e, 8i)	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development; asks questions to promote learning. (8d, 8e, 8i)	Presents problem/situation with discussion. (8d, 8e, 8i)		

Evaluator Notes: These will not print on the teacher reports

lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

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Observation Entry Form

Teacher   Teacher Name:

Assignment: [Free Form Text]

Grade Observed: [Drop Down Control]

Subject Observed: [DropDown Control]

[Save] [Clear All] [Submit] [Return to Teacher Selection]

The post conference must be completed within five business days from classroom observation. date

	Pre-Conference Date:	Observation Date:	Post-Conference Date:
	12/12/12	12/12/12	

Tabs: Content | Formative Assessment | Instructional Strategies | Learning Engagement | Learning Community | Professional Responsibilities (Optional)

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

	5	4	3	2	1	0	
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					Comments
Element	Descriptors						
Conceptual Understanding	Guides students to create their own representations and explanations of concepts. Engages students in using simultaneous multisensory representations. (4a) ☑	Incorporates multiple effective representations and explanations of concepts, throughout the lesson. (4a) ☐	Incorporates effective representations and explanations of concepts that capture key ideas and details essential to building conceptual understanding in the discipline. (4a) ☐	Incorporates representations and explanations of concepts that capture key ideas and details essential to building understanding in the discipline. (4a)	Incorporates representations and/or explanations of concepts that capture some key ideas to build understanding in the discipline. (4a)		
Task Analysis	Anticipates student misconceptions related to background knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task into smaller steps/chunks. (4e, 4f, 7c) ☑	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, taught one at a time, and reflect prior learning. (4d, 4f, 7a, 7b, 7c) ☐	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c) ☐	Lesson objective(s), sub-objective(s), materials are sequenced and to content sta 4f, 7a, 7b, 7c			
Connections to Content	Uses purposeful and strategic questioning, facilitation, and critical thinking strategies that result in students application of interdisciplinary knowledge through the lens of local and global issues. (5b, 5d, 5g) ☑	Uses purposeful and strategic questioning & facilitation strategies that result in students applying disciplinary knowledge to real world problems. (5b) ☐	Uses purposeful questioning strategies and activities to activate students' prior knowledge and guide them to understand, question, reflect and analyze ideas from diverse perspectives. (2d, 4b, 4d, 8f) ☐	Uses questioning strategies and/or activities in order to develop students' understanding; guides students to question and/or reflect on ideas about the content. (4b, 4d, 8f) ☐	Uses questioning strategies and/or activities to develop students' understanding of the content. (4b) ☐	☐	☐

Popup box:
4b. lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

4b Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

8f. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

Evaluator Notes: These will not print on the teacher reports

Annotations (yellow notes):

Submit will be disabled until all required values for all rubrics are submitted. (6.1.4.5,6)

If Clear All is selected the decision will be validated: Are you sure? Only the elements on this tab would be cleared.

Evaluator can view or print reports only when all rubrics are completed and the results are submitted.

Scores will be populated by selecting the check boxes in the descriptors.

Browser window should appear upon selection of TASC standards. Maximum One window. This window should close if another is selected.

These will not print on documents, but it will be stored and can be viewed upon review

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Observation Entry Form

Submit will be disabled until all required values for all rubrics are submitted. (6.1.4.5,6)

Teacher   Teacher Name:

Assignment: Free Form Text

Grade Observed: Drop Down Control

Subject Observed: DropDown Control

[Save] [Clear All] [Submit] [Return to Teacher Selection]

The post conference must be completed within five business days from classroom observation. date

Pre-Conference Date:	12/12/12	Observation Date:	12/12/12	Post-Conference Date:

If Clear All is selected the decision will be validated: Are you sure? Only the elements on this tab would be cleared.

Content | Formative Assessment | Instructional Strategies | Learning Engagement | Learning Community | Professional Responsibilities (Optional)

The Formative Assessment rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the observed lesson objective.

Evaluator can view or print reports only when all rubrics are completed and the results are submitted.

	5	4	3	2	1	0	
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					Comments
Element	Descriptors						
Real-Time Assessment	Assesses at the objective and sub-objective level to measure individual student progress. (1a, 6a, 6b, 7d)	Assesses at the objective and sub-objective level to measure student progress at the sub-group level. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective (that elicit an overt response from nearly all students during the lesson and at the end of the lesson), and reviews elicited behavior in order to measure student progress to adjust instruction. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective, that elicit an overt response from nearly all students. (6a, 6b	Utilizes real-time assessment(s) to elicit an overt response from students. (6a, 6b) Pre-		
	☑	☐	☐	☐	☐	☐	

Scores will be populated by selecting the check boxes in the descriptors.

Evaluator Notes: These will not print on the teacher reports

Browser window should appear upon selection of TASC standards. Maximum One window. This window should close if another is selected.

These will not print on documents, but it will be stored and can be viewed upon review

REIL
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REIL is an initiative of

MCESA
Maricopa County Education Service Agency

MARICOPA COUNTY

Observation Entry Form

Teacher   Teacher Name:

| Save | Clear All | Submit | Return to Teacher Selection |

Assignment: Free Form Text

Grade Observed: Drop Down Control   The post conference must be completed within five business days from classroom observation. date

Subject Observed: DropDown Control

| | Pre-Conference Date: 12/12/12 | Observation Date: 12/12/12 | Post-Conference Date: |

Content | Formative Assessment | Instructional Strategies | Learning Engagement | Learning Community | Professional Responsibilities (Optional)

The Instructional Strategies rubric is focused on specific instructional strategies that teachers utilize to ensure learners develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

	5	4	3	2	1	0	
Element	Meets Criteria at levels 3, 4, and 5 — Descriptors	Meets criteria at levels 3 and 4					Comments
Modeling Or	Explicitly models an exemplary product/ performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for each sub-objective.	Explicitly models an exemplary product/ performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for more than one sub-objective.	Explicitly models an exemplary product/ performance by labeling steps or concepts, with articulation of meta-cognition. (8d, 8e, 8f)	Models an exemplary product/ performance by labeling steps/ concepts, or expression of meta-cognition. (8d, 8e, 8f)	Shows an example of a product/ performance. (8d, 8e, 8f)		
Constructing Knowledge	Presents problem/situation and allows open-ended processing of thinking and prior knowledge to promote conceptual development. Scaffolds questions with increasing complexity or depth of content for each learner to gain thorough understanding and to clarify misunderstandings. Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning with the labels. (6f, 8d, 8e, 8i) ☑	Presents problem/situation and allows open-ended processing of thinking to promote conceptual development. Scaffolds questions with increasing complexity or depth of content to ensure student understanding and to clarify misunderstandings. Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning. (8d, 8e, 8i) ☐	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development. Scaffolds questions to class to guide understanding and clarify misunderstanding. Solidifies learning after constructed experience with clear academic vocabulary or labels. (8d, 8e, 8i) ☐	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development; asks questions to promote learning. (8d, 8e, 8i) ☐	Presents problem/situation with discussion. (8d, 8e, 8i) ☐	☐	
Practical / Aligned Activity	Engages students in examining their own thinking and/or learning as well as the performance of others; students effectively provide support for one another as a member of a highly functioning learning community. ☑	Provides sufficient, aligned practice or conceptual development activity for each sub-objective or constructed inquiry learning experience. Effectively guides and scaffolds students who need assistance and appropriately fades away or renews support as needed to ensure all students are challenged to move toward independence. (2b, 6d, 8d) ☐	Provides sufficient, aligned practice or conceptual development activity to support successful learning of the lesson objective before independent practice Actively guides and scaffolds individual students as they practice the objective and move toward independence (e.g., referencing posted steps, anchor charts, graphic organizers or templates, coaching, questioning). (2b, 6d, 8d) ☐	Provides opportunity for students to practice the lesson objective before independent practice is assigned; or provides opportunity during the conceptual development activity for students to work toward mastery of the lesson objective. (6d, 8d) ☐	Assigns independent practice or conceptual development activity. (6d, 8d) ☐	☐	
Feedback during the lesson	Students accurately apply specific feedback to advance their learning. (6d) ☑	Provides effective, corrective, academic feedback, with precise labels, that is specific to the learner and aligned to sub-objective content. (6d) ☐	Provides effective, corrective, academic feedback in order to promote learning and retention that: (1) is aligned to the objective; (2) references a specific level of skill or knowledge, and (3) is timely. (6d) ☐	Provides corrective academic feedback that references a specific level of skill or knowledge. (6d) ☐	Provides academic feedback during the lesson. (6d ☐	☐	
Feedback during the lesson	Utilizes appropriate overt responses, from all students at each sub-objective to either move forward or adjust one of the following: Adjusts instructional strategy (e.g., pacing, guided practice, questioning, knowledge of results, grouping, etc.). Changes the cognition level. (2b, 8a, 8b) ☑	Utilizes appropriate overt responses, from all students for most sub-objectives to either move forward or adjust one of the following: Adjusts instructional strategy (e.g., pacing, guided practice, questioning, knowledge of results, grouping, etc.). Changes the cognition level. (2b, 8a, 8b) ☐	Utilizes appropriate (provides relevant student performance information) overt responses, from most students (75% or more) at essential sub-objective levels to either move forward with/or adjust instruction. (8a, 8b) ☐	Utilizes overt responses from at least half (50%) of the students to either move forward with/or adjust instruction. (8a, 8b) ☐	Utilizes overt responses from less than half of the students to either move forward with/or adjust instruction. (8a, 8b) ☐	☐	

Evaluator Notes: These will not print on the teacher reports

Submit will be disabled until all required values for all rubrics are submitted. (6.1.4.5,6)

If Clear All is selected the decision will be validated: Are you sure? Only the elements on this tab would be cleared.

Evaluator can view or print reports only when all rubrics are completed and the results are submitted.

Scores will be populated by selecting the check boxes in the descriptors.

Browser window should appear upon selection of TASC standards. Maximum One window. This window should close if another is selected.

These will not print on documents, but it will be stored and can be viewed upon review

Observation Cycle Report

This page is a spawned window.

Teacher Name: Previously Entered School Name: Previously Entered District Name: Previously Entered

Approved

Elements with no values will have dashes to indicate there is no possible value.

Cycle 1
Some Assignment
Some Grade
Some Subject

Rubric	Element	Date of Session: 08/08/12 Pre	08/09/12 Obs	08/10/12 Post	Element Totals Sum	Points Possible	Rubric Points Earned	Points Possible	Comments
Content	Conceptual Understanding	—	4		4	5	15	25	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.
	Task Analysis	2	3		5	10			
	Corrections to Content	—	3		3	5			
	Content Accessibility			3	3	5			
Formative Assessment	Real Time Assessment	2	3		5	5	10	15	Comments
	Student Progress			2	2	5			
	Correct Level of Difficulty			3	3	5			
Instructional Strategies	Modeling or Constructing Knowledge	3	3		6	10	15	30	Comments
	Practice/Aligned Activity		2		2	5			
	Feedback (during the lesson)		2		2	5			
	Monitor and Adjust		2		2	5			
	Analysis of Instruction			3	3	5			
Learner Engagement	Student-to-Student Interaction		2		2	5	11	25	Comments
	Teacher-to-Student Interaction		1		1	5			
	Authentic Engagement/Quality of Work		2		2	5			
	Critical Thinking	3	3		6	10			
Learning Community	Routines and Procedures		3		3	5	9	20	Comments
	Responsibility for Learning		2		2	5			
	Monitoring and Responding to Student Behavior		2		2	5			
	Relationships		2		2	5			

Observation Total: 60 / 115

Rubric	Element	Pre	Obs	Post	Sum	Points Possible		Comments
Professional Responsibilities (Optional)	Engagement in Meaningful and Appropriate…				0	5	20	
	Collaboration with Colleagues				0	5		
	Engagement with Families				0	5		
	Communication with Families				0	5		
	Leadership				0	5		

Evaluator Name: Todays Date 12/12/12

Rubric: Content
Element: Conceptual Understanding
Reinforcement: Some text is entered here.

256 Character maximum entry

Rubric: Learner Engagement
Element: Critical Thinking
Refinement: More text is entered here.

Educator Goal

[Save] [Close]
[Preview]
[Override Scores]

Save is visible only when Reinforcement and Refinement have values

Can be previewed only after Reinforcement and Refinement are entered.

Overriding scores will unlock all the scores so that they can be re-entered.

Override Scores: Unlocks Scores and takes user to Teacher Entry Page.. Override scores is disabled until Submit has been completed. Override can only be used once per cycle.

Observation Cycle Report

Teacher Name: School Name   District Name

REIL

Cycle 1

Some Assignment
Some Grade
Some Subject

Approved

Rubric

Points Earned	Points Possible

Rubric	Element	Pre	Obs	Post	Sum	Element Totals Points Possible	Points Earned	Points Possible	Comments
Content	Conceptual Understanding	—	4		4	5	15	25	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.
	Task Analysis	2	3		5	10			
	Connections to Content	—	3		3	5			
	Content Accessibility			3	3	5			
Formative Assessment	Real Time Assessment	2	3		5	5	10	15	Comments
	Student Progress			2	2	5			
	Correct Level of Difficulty			3	3	5			
Instructional Strategies	Modeling or Constructing Knowledge	3	3		6	10	15	30	Comments
	Practice/Aligned Activity		2		2	5			
	Feedback (during the lesson)		2		2	5			
	Monitor and Adjust		2		2	5			
	Analysis of Instruction			3	3	5			
Learner Engagement	Student-to-Student Interaction		2		2	5	11	25	Comments
	TeachertoStudent Interaction		1		1	5			
	Authentic Engagement/Quality of Work		2		2	5			
	Critical Thinking	3	3		6	10			
Learning Community	Routines and Procedures		3		3	5	9	20	Comments
	Responsibility for Learning		2		2	5			
	Monitoring and Responding to Student Behavior		2		2	5			
	Relationships		2		2	5			

Observation Total: 60   115

Rubric	Element	Pre	Obs	Post	Sum	Points Possible	Points Earned	Points Possible	Comments
Professional Responsibilities (Optional)	Engagement in Meaningful and Appropriate…				0	5		20	Comments
	Collaboration with Colleagues				0	5			
	Engagement with Families				0	5			
	Communication with Families				0	5			
	Leadership				0	5			

Rubric	Element
Content	Conceptual Understanding
Reinforcement	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor

Rubric	Element
Learner Engagement	Critical Thinking
Refinement	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor

Todays Date: 12/12/12

Teacher Name will print here   Signature

Evaluator Name will print here   Signature

Submit   Print

Close

An employee signature on this document indicates that he/she has received the information and has had an opportunity to discuss with the supervisor.

Print would be disabled until Submit.

Observation Cycle Report

Teacher Name: **School Name**   **District Name**

Approved

Cycle 1
Some Assignment
Some Grade
Some Subject

Rubric

Rubric	Element	Pre	Obs	Post	Sum	Element Totals / Points Possible	Points Earned	Points Possible	Comments
Content	Conceptual Understanding	—	4		4	5	15	25	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.
	Task Analysis	2	3		5	10			
	Connections to Content	—	3		3	5			
	Content Accessibility			3	3	5			
Formative Assessment	Real Time Assessment	2	3		5	5	10	15	Comments
	Student Progress			2	2	5			
	Correct Level of Difficulty			3	3	5			
Instructional Strategies	Modeling or Constructing Knowledge	3	3		6	10	15	30	Comments
	Practice/Aligned Activity		2		2	5			
	Feedback (during the lesson)		2		2	5			
	Monitor and Adjust		2		2	5			
	Analysis of Instruction			3	3	5			
Learner Engagement	Student-to-Student Interaction		2		2	5	11	25	Comments
	TeachertoStudent Interaction		1		1	5			
	Authentic Engagement/Quality of Work		2		2	5			
	Critical Thinking	3	3		6	10			
Learning Community	Routines and Procedures		3		3	5	9	20	Comments
	Responsibility for Learning		2		2	5			
	Monitoring and Responding to Student Behavior		2		2	5			
	Relationships		2		2	5			

Observation Total: 60   115

Rubric	Element	Pre	Obs	Post	Sum	Points Possible			Comments
Professional Responsibilities (Optional)	Engagement in Meaningful and Appropriate…				0	5		20	
	Collaboration with Colleagues				0	5			
	Engagement with Families				0	5			
	Communication with Families				0	5			
	Leadership				0	5			

Rubric	Element
Content	Conceptual Understanding
Reinforcement	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor

Rubric	Element
Learner Engagement	Critical Thinking
Refinement	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor

Todays Date: 12/12/12

Teacher Name will print here   Signature _____

Evaluator Name will print here   Signature _____

An employee signature on this document indicates that he/she has received the information and has had an opportunity to discuss with the supervisor.

[Submit]   [Print]   [Close]

Print would be disabled until Submit.

Observation Cycle Report

Teacher Name: School Name District Name

Represents a printed Observation Cycle Report

Cycle 1

Some Assignment
Some Grade
Some Subject

Rubric

Rubric		Date of Session:	08/08/12 Pre	08/09/12 Obs	08/10/12 Post	Sum	Points Possible	Points Earned	Points Possible	
Content	Conceptual Understanding		—	4		4	5	15	25	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.
	Task Analysis		2	3		5	10			
	Connections to Content		—	3		3	5			
	Content Accessibility				3	3	5			
Formative Assessment	Real Time Assessment		2	3		5	5	10	15	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.
	Student Progress				2	2	5			
	Correct Level of Difficulty				3	3	5			
Instructional Strategies	Modeling or Constructing Knowledge		3	3		6	10	15	30	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.
	Practice/Aligned Activity			2		2	5			
	Feedback (during the lesson)			2		2	5			
	Monitor and Adjust			2		2	5			
	Analysis of Instruction				3	3	5			
Learner Engagement	Student-to-Student Interaction			2		2	5	11	25	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.
	Teacher-to-Student Interaction			1		1	5			
	Authentic Engagement/Quality of Work			2		2	5			
	Critical Thinking		3	3		6	10			
Learning Community	Routines and Procedures			3		3	5	9	20	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.
	Responsibility for Learning			2		2	5			
	Monitoring and Responding to Student Behavior			2		2	5			
	Relationships			2		2	5			

Observation Total: 60 / 115

Rubric	Element	Pre	Obs	Post	Sum	Points Possible		
Professional Responsibilities (Optional)	Engagement in Meaningful and Appropriate…				0	5	20	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.
	Collaboration with Colleagues				0	5		
	Engagement with Families				0	5		
	Communication with Families				0	5		
	Leadership				0	5		

Rubric	Element
Content	Conceptual Understanding
Reinforcement	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor

Rubric	Element
Learner Engagement	Critical Thinking
Refinement	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor

Todays Date: 12/12/12

Teacher Name will print here   Signature _____

Evaluator Name will print here   Signature _____

An employee signature on this document indicates that he/she has received the information and has had an opportunity to discuss with the supervisor.

Print would be disabled until Submit.

Summative Cycle Report

Teacher Name: School Name   District Name

REIL

	Observation Cycle 1		Observation Cycle 2	
	Some Assignment		Some Assignment	
	Some Grade		Some Grade	
	Some Subject		Some Subject	
Rubric	Points Earned	Points Possible	Points Earned	Points Possible
Content	15	25	16	25
Formative Assessment	10	15	13	15
Instructional Strategies	15	30	18	30
Learner Engagement	11	25	13	25
Learning Community	9	20	10	20
	60	115	70	115

Approved

	Points Earned	Points Possbile:
	130	230

Summative Total:

	Points Earned	Points Possible	Points Earned	Points Possible
Professional Responsibilities (Optional)	0	20	0	20

Reinforcement	Rubric	Element	Rubric	Element
	Content	Conceptual Understanding	Content	Conceptual Understanding
	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.		lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.	
Refinement	Learner Engagement	Critical Thinking	Learner Engagement	Critical Thinking
	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.		lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.	

Educator Goal

Today's Date: 12/12/12

Teacher Name   Signature _____

Evaluator Name: Signature _____

Print

Close

An employee signature on this document indicates that he/she has received the information and has had an opportunity to discuss with the supervisor.

This page is a spawned window.
Close below.

REI
APP... MCESA

Grade and Subject are combo boxes. MCESA will investigate ETL extraction to populate these dropdowns. v. 1 may be freeform. v2. goal will be to have these as dropdowns. By 10-14 we will have core values. Assignment is free form text

Print Documents | Evaluation Start Page | Logout

Maricopa County Education Service Agency

Pre Conference Entry Form

Teacher   Teacher Name:

Assignment: Free Form Text

Grade Observed: Drop Down Control

Subject Observed: DropDown Control

| Save | Clear All | Submit | Return to Teacher Selection |

The post conference must be completed within five business days from classroom observation. date

| Pre-Conference Date: | 12/12/12 | Observation Date: | Post-Conference Date: |

Submit will be disabled until all required values for all rubrics are submitted. (6.1.4.5,6)

If Clear All is selected the decision will be validated: Are you sure? Only the elements on this tab would be cleared.

Content | Formative Assessment | Instructional Strategies | Learning Engagement | Learning Community | Professional Responsibilities (Optional)

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Evaluator can view or print reports only when all rubrics are completed and the results are submitted.

	5	4	3	2	1	0	
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					Comments
Element	Descriptors						
Task Analysis	Anticipates student misconceptions related to background knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task into smaller steps/chunks. (4e, 4f, 7c) ☑	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, taught one at a time, and reflect prior learning. (4d, 4f, 7a, 7b, 7c) ☐	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c) ☐	Lesson objective(s) and materials are sequenced and aligned to content standards. (4f, 7a, 7b, 7c) ☐	Lesson objective(s) & materials are sequenced. (4f, 7b, 7c) ☐	☐	

Scores will be populated by selecting the check boxes in the descriptors.

Evaluator Notes: These will not print on the teacher reports

Browser window should appear upon selection of TASC standards. Maximum One window. This window should close if another is selected.

These will not print on documents, but it will be stored and can be viewed upon review

Print Documents | Evaluation Start Page | Logout

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Maricopa County Education Service Agency

Pre-Conference Entry Form

Submit will be disabled until all required values for all rubrics are submitted. (6.1.4.5,6)

Teacher

Teacher Name:

Assignment: | Free Form Text

Grade Observed: | Drop Down Control

Subject Observed: | DropDown Control

Save | Clear All | Submit | Return to Teacher Selection

The post conference must be completed within five business days from classroom observation. date

Pre-Conference Date: | 12/12/12 | Observation Date: | | Post-Conference Date:

If Clear All is selected the decision will be validated: Are you sure? Only the elements on this tab would be cleared.

Evaluator can view or print reports only when all rubrics are completed and the results are submitted.

| Content | Formative Assessment | Instructional Strategies | Learning Engagement | Learning Community | Professional Responsibilities (Optional) |

The Formative Assessment rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the observed lesson objective.

	5	4	3	2	1	0	
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					Comments
Element	Descriptors						
Real-Time Assessment	Assesses at the objective and sub-objective level to measure individual student progress. (1a, 6a, 6b, 7d)	Assesses at the objective and sub-objective level to measure student progress at the sub-group level. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective (that elicit an overt response from nearly all students during the lesson and at the end of the lesson), and reviews elicited behavior in order to measure student progress to adjust instruction. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective, that elicit an overt response from nearly all students. (6a, 6b	Utilizes real-time assessment(s) to elicit an overt response from students. (6a, 6b) Pre-		
	☑	☐	☐	☐	☐	☐	

Scores will be populated by selecting the check boxes in the descriptors.

Evaluator Notes: These will not print on the teacher reports

Browser window should appear upon selection of TASC standards. Maximum One window. This window should close if another is selected.

These will not print on documents, but it will be stored and can be viewed upon review

⬅ ➡ ✕ ⌂ [   ] 🔍

R E I L

REIL is an initiative of

MCESA
Maricopa County Education Service Agency

MARICOPA COUNTY

Pre - Conference Entry Form

Teacher	Teacher Name:
Assignment:	Free Form Text
Grade Observed:	Drop Down Control
Subject Observed:	DropDown Control

[Save] [Clear All] [Submit] [Return to Teacher Selection]

The post conference must be completed within five business days from classroom observation. date

| Pre-Conference Date: | 12/12/12 | Observation Date: | Post-Conference Date: |

Tabs: Content | Formative Assessment | **Instructional Strategies** | Learning Engagement | Learning Community | Professional Responsibilities (Optional)

The Instructional Strategies rubric is focused on specific instructional strategies that teachers utilize to ensure learners develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

Element	5	4	3	2	1	0	
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					Comments
	Descriptors						
Modeling Or	Explicitly models an exemplary product/ performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for each sub-objective.	Explicitly models an exemplary product/ performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for more than one sub-objective.	Explicitly models an exemplary product/ performance by labeling steps or concepts, with articulation of meta-cognition. (8d, 8e, 8f)	Models an exemplary product/ performance by labeling steps/ concepts, or expression of meta-cognition. (8d, 8e, 8f)	Shows an example of a product/ performance. (8d, 8e, 8f)		
Constructing Knowledge	Presents problem/situation and allows open-ended processing of thinking and prior knowledge to promote conceptual development. Scaffolds questions with increasing complexity or depth of content for each learner to gain thorough understanding and to clarify misunderstandings. Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning with the labels. (6f, 8d, 8e, 8i) ☑	Presents problem/situation and allows open-ended processing of thinking to promote conceptual development. Scaffolds questions with increasing complexity or depth of content to ensure student understanding and to clarify misunderstandings. Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning. (8d, 8e, 8i) ☐	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development. Scaffolds questions to class to guide understanding and clarify misunderstanding. Solidifies learning after constructed experience with clear academic vocabulary or labels. (8d, 8e, 8i) ☐	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development; asks questions to promote learning. (8d, 8e, 8i) ☐	Presents problem/situation with discussion. (8d, 8e, 8i) ☐	☐	

Evaluator Notes: These will not print on the teacher reports

[   ]

Yellow sticky notes:
- Submit will be disabled until all required values for all rubrics are submitted. (6.1.4.5,6)
- If Clear All is selected the decision will be validated: Are you sure? Only the elements on this tab would be cleared.
- Evaluator can view or print reports only when all rubrics are completed and the results are submitted.
- Scores will be populated by selecting the check boxes in the descriptors.
- Browser window should appear upon selection of TASC standards. Maximum One window. This window should close if another is selected.
- These will not print on documents, but it will be stored and can be viewed upon review